

PHONICS: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Aims and Rationale

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding), and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. That is why phonics should be emphasised in the early teaching of reading to beginners when they start school.

National Curriculum for English 2014

Intent

Our aim is for all children to be confident readers by the end of KS1. High quality phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will enable children to read for pleasure and develop their comprehension skills, as well as teaching them how to spell words and helping them to become good writers.

Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests ***EEF Improving Literacy in KS1 2020***

Implementation

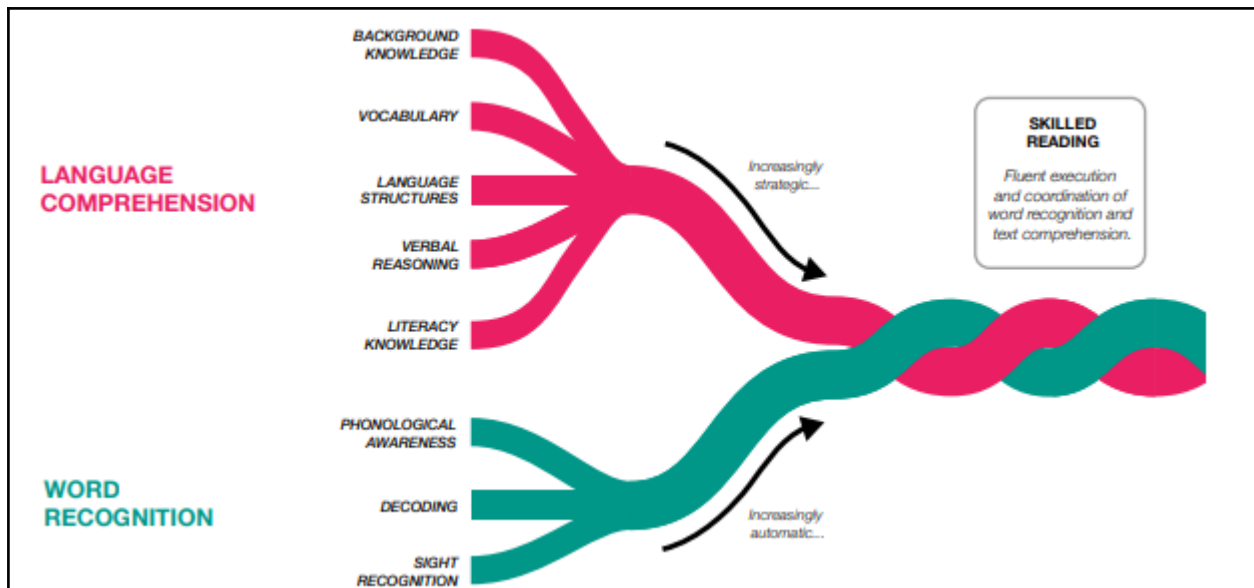
What do we teach? What does this look like?

Our whole curriculum is shaped by our school values:

- We value success and achievement, in the basic skills and the wider curriculum, so that everyone here is ready for lifelong learning.
- We value resilience, and ensure everyone is supported to become independent and wise.
- We value enjoyment, so we make learning fun

Reading requires two broad skills: word recognition and language comprehension. Word recognition initially involves decoding (the ability to translate written words into the sounds of spoken language) but later progresses to more fluent word reading. Language comprehension is an understanding of the language being read.

EEF Improving Literacy in KS1 2020



Our phonics teaching enables all children to access reading and writing at an age appropriate level. This is best achieved when there is:

- a consistent whole school approach to the teaching of phonics
- rigorous planning, assessment and tracking
- there is sufficient training provided for all staff involved in the teaching of phonics

We follow the Sounds-Write phonics scheme, which is a high quality programme that is endorsed by the DFE. It offers the classroom teacher an instructional method that works because it is a structured, multi sensory, progressive and co-ordinated approach to teaching children to read and spell. We also use resources from the Jolly Phonics scheme to supplement and support as required, for example to improve multi-sensory provision. Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The four key concepts children need to learn are:

- letters are symbols that represent sounds
- sounds can be spelled using 1, 2, 3 or 4 letters
- the same sound can be spelled in different ways
- the same spelling can represent different sounds

The teaching of phonics in Reception and KS1 will be planned as follows

- daily instruction in dedicated phonic lessons using the Sounds Write programme
- lessons planned by the Class Teacher
- Intervention groups which target the needs and ability of all the children and make effective use of support staff
- appropriately paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds-Write materials
- planning to include high frequency words that children will be introduced to alongside phonics teaching

Assessment

Assessment is regarded as an integral part of teaching and learning, and is a continuous process. On-going formative assessment will be used by the Class Teacher and support staff to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words.

Impact

- The majority of children will have completed the Initial code by the end of Foundation Stage.
- The vast majority of Year 1 children will pass the Year 1 Phonics screening test.
- The majority of children will have completed the Extended Code by the end of KS1

FOUNDATION

Communication and language provide the foundations for learning, thinking, and wellbeing. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success.

EEF Improving Literacy in KS1 2020

We enable children to start learning phonic knowledge and skills systematically from when they arrive in Reception. We use a multi sensory approach, so that children learn variously from simultaneous visual, auditory and kinaesthetic activities that are designed to secure essential phonic skills and knowledge. We also ensure that children hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

EEF Preparing for Literacy 2020

In September we concentrate on developing the children's speaking and listening skills. The emphasis is to get children attuned to the sounds around them.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

EEF Preparing for Literacy 2020

General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities (as suggested in the guidance) include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Once most of the children are confident with listening to and for sounds we start with a structured approach as follows:

Discrete lessons take place daily. They follow the structure of "review, teach, practise, apply" to ensure that children are consolidating phonic knowledge and skills over time, and they are able to apply them in context.

These lessons proceed at a pace, and include daily teaching of common exception and high frequency words. Activities are carefully chosen to ensure that children develop skills in aural discrimination, and rhyme awareness, blending and segmenting, as well as grapheme correspondence.

We use a range of practical and interactive resources, as appropriate. When teaching a new sound, the teacher will ensure the children are seeing how sounds are represented in written form through adult modelling, and through opportunities to practise writing themselves.

In every lesson the child will have the opportunity to see, say, blend, and write sounds to make the words.

Initial Code (Sounds-Write Units 1-7)

Introduce an average of two 'new' sounds per week always in the context of word building (i.e. sound to letter) and practised through reading, writing sound swapping, symbol search activities etc. Pupils will understand that two letters can spell one sound (e.g. bell, boss, buzz) and be able to read and spell words containing sounds from Units 1-7.

Initial Code (Sounds-Write Units 8 – 11)

Children will be able to read and spell words containing adjacent consonants (four and five sounds). No new sounds/spellings will be introduced at this stage. By Easter (or shortly after), children will have completed Unit 11 (sh, ch, th, ck, wh, ng, qu)

Bridging Lessons into the Extended Code using lesson 6, 7 & 8

Sound /f/ spellings < f ff > Sound /k/ spellings < c k ck q > Sound /l/ spellings < l ll le > Sound /c/ spellings < ch tch > Sound /s/ spellings < s ss > Through the teaching in these lessons children will come to understand that the same sound can be spelled in different ways.

The Initial Code

UNIT	SKILLS	KNOW	LEDGE
	To segment, blend & manipulate phonemes in words with the structure:	CODE	CONCEPTUAL
1	CVC	a, i, m, s, t	Phonemes can be represented by graphemes with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff, ll, ss, zz	Some graphemes are written with a double consonant
8	VCC and CVCC 2 consonants in final position 3 & 4 phoneme words		
9	CCVC 2 consonants in initial position		
10	CCVCC, CVCC and CCCVC 3 adjacent consonants 5 phoneme words		
11		sh, ch, th, ck, wh, ng, qu	Some graphemes are written with two different letters

Reading

Through teacher assessment, each child will be matched with a reading book at the appropriate time. We use the following document to assess accurately.

https://drive.google.com/file/d/1BeH9lBeH6Fml7Q_aFmCvORTPfCnAUKeg/view?usp=sharing

Common Exception Words

In Foundation, the children have an individual tree with the common exception words they are learning written inside apples. When they can read and write all the words, it is celebrated in the Golden Book assembly, where they are presented with a real apple.

At the start of the year, parents also have the opportunity to attend a phonics workshop. This is led by the Foundation teacher, and supported by the Year 1 teacher.

YEAR 1

Key Stage 1 marks a crucial stage in children's literacy development. It is during this phase that five- to seven-year-olds transition from effortful decoders, breaking down words into individual sounds, into emerging readers who are able to recognise words on sight and simultaneously comprehend them.

EEF Improving Literacy in KS1 2020

Discrete lessons take place daily. They follow the structure of "review, teach, practise, apply" to ensure that children are consolidating phonic knowledge and skills over time, and they are able to apply them in context.

These lessons proceed at a pace, and include daily teaching of common exception and high frequency words. Activities are carefully chosen to ensure that children develop skills in aural discrimination, and rhyme awareness, blending and segmenting, as well as grapheme correspondence.

We use a range of practical and interactive resources, as appropriate. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. We use a range of practical and interactive resources, as appropriate. When teaching a new sound, the teacher will ensure the children are seeing how sounds are represented in written form through adult modelling, and through opportunities to practise writing themselves.

In every lesson the child will have the opportunity to see, say, blend, and write sounds to make the words.

We will also ensure that children hear, share and discuss a wide range of high-quality books to develop a love of reading, and to broaden their vocabulary.

Extended Code Lessons

Unit 1 – /ay/- first spellings

Unit 2 – /ee/- first spellings

Unit 3 – same spelling – different sound

Unit 4 - /oe/ first spellings

Unit 5 – same spelling – different sound

Unit 6 – 'er'- first spellings

Unit 7 /e/ spellings Continue teaching the concepts, skills and knowledge using S-W Extended Code Lessons 1-10 taking 1-2 weeks per phoneme unit using S-W Lessons 6, 7, 8 & 9 and doing Lesson 10 for the grapheme units regularly, throughout the year. By doing S-W Lesson 10, children will understand that the same spelling in English can represent different sounds.

By unit 4 in the Extended Code, children will also begin the work on reading and spelling words of more than one syllable (polysyllabic words). They will start with 2 syllable words and progress to 3 and even 4 syllable words for reading and writing. Sounds-Write Lessons 11, 12 and 13 & 14 will be used and Lesson 15 to analyse the spelling of polysyllabic words.

Extended Code (Year 1 to Year 2)		
Unit	/Sounds/ Spellings	Spellings /Sounds/
EC Unit 1	/æ/ ai, ay, ea, a-e	
EC Unit 2	/ee/ e, ea, ee, y, ie, e-e	
EC Unit 3	ea /æ/ (great) & /ee/ (team)	
EC Unit 4	/oe/ o, oa, o-e, ou, ow, oe	
EC Unit 5	o /oe/ (no) & /o/ (hot)	
EC Unit 6	/er/ er, ir, or, ur	
EC Unit 7	/e/ e, ea, ai	
EC Unit 8	/ow/ ou, ow	
EC Unit 9	ow /ow/ (cow) & /oe/ (snow)	

EC Unit 10	m/oo/n oo, ou, ue, ew, u-e, o
EC Unit 11	/ie/ i, igh, y, ie, i-e
EC Unit 12	b/oo/k oo, u, oul
EC Unit 13	oo m/oo/n & b/oo/k
EC Unit 14	/u/ o ou u
EC Unit 15	ou /ow/ (loud), /u/ (double) & /oo/ (soup)
EC Unit 16	/s/ s, ss, st, c, ce, se, sc
EC Unit 17	s /s/ (bricks) & /z/ (his)
EC Unit 18	/l/ l, ll, al, el, il, le, ol
EC Unit 19	/or/ or, aw, au, a, ar, al
EC Unit 20	/air/ air, are, ear, ere, eir
EC Unit 21	/ue/ ue, ew, u, u-e
EC Unit 22	ew /oo/ (blew) & /ue/ (new)
EC Unit 23	/oy/ oi, oy
EC Unit 24	/ar/ ar, a, al, au
EC Unit 25	/o/ o, a
EC Unit 26	a /o/ (was), /a/ (cat), /ae/ (apron) & /ar/ (father)
EC Unit 27	/ae/ ai, ay, ea, a-e, a, ei, ey, eigh
EC Unit 28	/d/ d, dd, ed
EC Unit 29	/ee/ e, ee, ea, y, ey, ie, I
EC Unit 30	/i/ i, ui, e, y
EC Unit 31	y /y/ (yellow), /i/ (hymn), /ie/ (cry) & /ee/ (happy)
EC Unit 32	/oe/ oe, o-e, ow, oa, ou, ough, o

EC Unit 33	/n/ n, nn, ne, gn, kn
EC Unit 34	/er/ ar, er, ir, or, ur, ear, our
EC Unit 35	/v/ v, vv, ve
EC Unit 36	m/oo/n oo, ew, u, ue, u-e, ui, ou, ough
EC Unit 37	/j/ j, g, ge, dge
EC Unit 38	/g/ g, gg, gh, gu
EC Unit 39	g /j/ (angel) & /g/ (gym)
EC Unit 40	/f/ f, ff, gh, ph
EC Unit 41	gh /f/ (cough) & /g/ (ghost)
EC Unit 42	/m/ m, mm, mb, mn
EC Unit 43	/or/ oar, ore, our, augh, ough
EC Unit 44	/h/ h, wh
EC Unit 45	/k/ c, k, ck, ch, cc
EC Unit 46	/r/ r, rr, rh, wr
EC Unit 47	/t/ t, tt, bt, te
EC Unit 48	/z/ z, ze, zz, s, se, ss
EC Unit 49	/eer/ eer, ere, ear

YEAR 2

--	--

--	--